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IMPORTANT DATES FOR THE WEEKS AND MONTHS AHEAD	
JANUARY 5 – JUNE 10	OAKS Online Testing Window for Science and Social Sciences
JANUARY 25 – MARCH 4	Testing Window for NAEP in selected schools
FEBRUARY 1 - 26	Logramos Test Registration Window
FEBRUARY 4	Public release of Student Enrollment Report for 2015-16
FEBRUARY 4-9	OAKS Online Test Delivery system (TDS) and Online Reporting System (ORS) offline -- Feb 4 (5:00 am)-Feb 9 (8:00 am)
FEBRUARY 8	Public release of Kindergarten Assessment Report for 2015-16
FEBRUARY 9 – APRIL 19	English Language Proficiency Assessment for the 21 st Century (ELPA21) K-12 Testing Window
FEBRUARY 9 – JUNE 10	Smarter Balanced Testing Window for English Language Arts (ELA) and Mathematics
FEBRUARY 11	OAKS Extended Assessment Secure Test Materials available for ELA, Mathematics, and Science
FEBRUARY 11 - 19	Data Collection Audit Review Window for Staff Position 2015-16
FEBRUARY 18 – APRIL 28	OAKS Extended Assessment Testing Window for ELA, Mathematics, and Science
FEBRUARY 18 – MAY 13	OAKS Extended Assessment Data Entry Window for ELA, Mathematics, and Science
FEBRUARY 19 - 21	OAKS Online Test Delivery system (including Practice Tests), TIDE, and Online Reporting System (ORS) offline for scheduled maintenance NEW
FEBRUARY 26 – MARCH 4	ODE will forward the template to districts that have registered for Logramos with format for submission of background information on participating students. NEW
MARCH 1 - 11	Districts submit to ODE demographic information for students participating in Logramos NEW
APRIL 19	ELPA21 Window Closes

GENERAL ANNOUNCEMENTS

NOW Recruiting for Director of Assessment **REPEAT**

The Oregon Department of Education is now recruiting for a permanent, full-time [Director of Assessment position](#) within the Office of Assessment and Accountability. To learn more about this position and to apply, please visit ODE's website at <http://www.ode.state.or.us/search/results/?id=71>.

This recruitment closes on **Sunday, February 7, 2016**.

Test Administration

HOLLY CARTER – INTERIM DIRECTOR OF ASSESSMENT

www.ode.state.or.us/go/assessment

No articles this week

■ ELPA21

ELPA21 K-1 Writing Paper-Pencil Supplemental Section FAQ

ELPA21 includes a paper-pencil writing section for Kindergarten and 1st Grade that supplements the 4-domain online ELPA21 assessment. Since this is a new feature for Oregon school districts, ODE has developed an FAQ to assist with procedures regarding the administration and packaging of the materials.

- Is using a printed Pre-ID label required for all student booklets? **Yes. A printed Pre-ID label is required for all student booklets.**
- What if we bubble in the spaces instead? **If someone inadvertently fills in bubbles, place a pre-ID label in the designated area – the label will be read by the scanner, the bubbles will be ignored.**
- Can I place my label horizontally over the bubble area for student name? **No. If a label is inadvertently placed horizontally, please print a new label for that student, mark out the barcode on the incorrectly-placed label, and place the new label vertically in the space provided.**
- Which way does the label go – information reading up, or information reading down? **Either way is fine, the scanner will be able to read it vertically in either direction.**
- What should I do if I run out of blank labels? **Contact your [Regional ESD Partner](#) for additional stock of blank labels to use.**
- What should I do if a student moves between schools in my district during the test window, and the original school hasn't yet used the Pre-ID label for the student? **Discuss your district's procedure with your DTC. There are various options that a district could consider based on testing calendar and ease of process. DO NOT ship the secure student booklet between school buildings without verifying with your DTC both the process your district is following and the form number that each building is assigned.**
- What should I do if a student moves to my district from another district? **Print a Pre-ID label for the new student. Use the overage materials you received to administer the correct school's form to the student.**

- Can I ship materials as they are completed, or do they all have to be complete before mailing the secure booklets back for scoring? **Please refer to the guidance for returning materials found online. Although completed student booklets could be returned at any time, schools will need correct return labeling and FedEx labels to do so. No materials should be shipped without following the guidance outlined.**
- Can materials be mixed in the return boxes? **Please refer to the guidance for returning materials found online. Materials can be mixed, meaning from any school in the district and K-1 materials together, but they should be separated into stacks by grade. Each box can contain multiple schools, separated by grade. Each box can contain multiple forms, again separated by grade.**
- **When do the secure completed student test booklets need to be mailed to the vendor for scoring?** Be certain to mail the completed tests on or before **April 26, 2016**. See the instructions for disposition of the secure DFAs and unused secure student test booklets.

What's New with the ELPA21 Testing Environment?

Oregon's new assessment, the English Language Proficiency Assessment for the 21st Century (ELPA21) will open next week for all grade bands. This new test will assess students on the English Language Proficiency standards adopted by the State Board of Education in October 2013. The assessment features a number of differences from the previous Oregon ELPA, including a change over from "item types" to "task types." The Oregon ELPA generally relied upon stand-alone test questions, or "items," that each student would answer independently. For example, the ELPA for the speaking domain at the middle and high school levels only had one item type: Speaking Extended Response. These speaking items were scored on a single 0 to 3 point rubric, and that rubric was the same across any grade band that included that item type. In contrast, the ELPA21 items are mostly made up of larger tasks, and many speaking and writing responses are scored holistically, rather than individually.

Task Types. The [ELPA21 Test Specifications and Blueprints](#) have been posted for Grade 1 through Grade Band 6-8, with Kindergarten and 9-12 coming soon. Each document contains a chart of the task types found in each of the four domains for that grade band, with a short description of what the student is expected to do for each. For example, the example below of the Grade Band 2-3 Reading task types show 5 different overall task types and descriptions of those tasks. If a student is administered a single task in a "set," the student will answer 2 to 5 items in that set in order for the task to be complete. The number of items in a set vary by both task type and by grade band. Other tasks, such as Read-Along Sentence, may be a single item, but a student may be administered multiple items of that type during the assessment.

This change to the format of the item delivery has increased the length of the test itself. Students will encounter more individual items than on the previous Oregon ELPA, because many of them are incorporated inside of the task type sets. Approximate times for completion of ELPA21 can be found in Table 16 (page 35) of the [Test Administration Manual](#). The estimations are based on student experiences during the ELPA21 field test, and may vary by student.

ELPA21 Task Types for Grade Band 2-3 Reading

Task Type Name	Brief Description
Read-along Sentence	Inline text multiple choice or zone selection items are presented with a written sentence that the student hears, along with a picture to support. Student must click on a specific word in the sentence. Sentences will have grammatically simple constructions, such as simple present or present progressive tense, and will be in the active voice. Choose one correct response for each item.
Read and Match (Picture to Word, Picture to Sentence)	3-option single selection multiple choice items, matching either a picture to a word or a picture to a sentence. The graphic (stimulus) is a single picture that depicts a concrete action. The vocabulary is high frequency and will clearly depict the action occurring in the picture. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, and be in active voice. Choose one correct response for each item.
Read for Details Set	Multiple-selection match sets are presented with a short text. The reading stimulus will describe a scene with a familiar backdrop and the backdrop is shown on the screen. After reading, the students will drag and drop items to the correct locations as described in the stimulus. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, and will be in active voice. The sentences may include details such as locations, relative sizes, and functions. Choose one correct response for each item, responding to up to 5 items in a set.
Short Correspondence Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 3 items per set. Items are presented in the form of a short letter or an email written from a friend or acquaintance, teacher, or family member. Response options are in the form of pictures or written text. Choose one or more correct responses to each question asked, responding to 2 to 4 items per set.
Procedural Text Set	3-option single or multiple selection multiple choice, zone, or match item sets, with 2 to 4 items per set. The sentences will have grammatically simple constructions, such as simple present tense or present progressive tense, be in active voice, and may contain imperatives and temporal markers as appropriate. Students will answer questions about key details and sequence of events. Choose one or more correct responses to each question asked.

Hand-scoring Rubrics. In addition to the change to task types, the ELPA21 hand-scored items, which include the constructed response items for the speaking and writing domains, have rubrics for holistic scoring. These rubrics appear in the ELPA21 Test Specification and Blueprint documents and are also posted on the [ELPA21 Tools and Resources](#) page for immediate download. The rubrics are labelled by task type, with each task type having its own rubric. Although details may be similar, similarly-named task types across grade bands may not be exactly the same. For teachers who are reviewing the tasks for different grade bands, it is recommended to review the rubrics that are specifically labelled for the correct grade band. Additionally, “holistic scoring” means that if a student is administered three items within a writing constructed response task, those three written responses are scored together using the rubric for that task type. This is quite different from the method used on the writing and speaking constructed response items on the previous Oregon ELPA. Becoming familiar with these aspects of the ELPA21 will assist students to be better prepared for this new assessment.

ELPA21 Online Testing Opens February 9

The online test window for ELPA21 opens next **Tuesday, February 9, 2016**. As communicated in the January 28 AA Update, this represents a one-week delay compared to the original 2015-16 test schedule. To compensate for this delay, ODE has extended the window by an additional week to close on **Tuesday, April 19, 2016**.

For more information, please contact your [Regional ESD Partner](#).

ELPA21 Recruitment Extended: Contrasting Groups Study **UPDATED**

The Oregon Department of Education, as a member of the ELPA21 consortium, is seeking educators to participate in a Contrasting Groups Study during February and March 2016. This Contrasting Groups Study will ask educators to evaluate their current English Learners' English proficiency in relation to newly-drafted ELPA21 policy descriptors, and to share those educated judgments with us. The educators' approximations of language proficiency will then be compared to student performance on the 2015-16 ELPA21 Assessment as part of a standards setting ("cut scores") event in July 2016. At that event, the consortium will set cut scores for the ELPA21 assessment. The consortium will also finalize ELPA21's policy descriptors and performance descriptors at that time.

The key educator input from this contrasting groups study will inform the final ELPA21 descriptors and the first cut scores that will measure our students' performance on ELPA21 and inform program exiting decisions. The study will also provide an important professional development opportunity for Oregon educators to work with the new descriptors and to internalize performance targets.

Potential participants should be current educators who are working in a K-12 classroom-level environment with identified English Learners who are receiving ELD instruction (no waived or monitor students). To apply, educators will need to complete an online application, estimated at 15-20 minutes. Once the educator is confirmed for participation in the study, the study's vendor, Pacific Metrics, will send information about the orientation webinar. Once that 1-hour training is complete, educators can begin sharing information about the ELs they teach, via a confidential online system. Participating educators are asked to submit information on as many students as possible. The recruitment period for this study has been extended. The dates are now **January 12 through February 18, 2016**, and the study itself will be conducted from **February 15 through March 31**. Proficiency judgments can be entered at any time during the study window, but it is ideal if the approximations are made as closely as possible to the student participation in the operational ELPA21, and the approximations should be made prior to the student beginning the ELPA21. Total participation time in this study is 2 to 3 hours, depending on the total number of students that the educator includes. Participating educators can earn up to three hours of PDUs (based on the total of student information provided by the individual educator), once all results have been recorded and provided to ODE.

To be considered for participation in this opportunity, please use this [link](#) and submit your information on or before the end of the day on **Thursday, February 18, 2016**. If you have any questions, please contact [Michelle McCoy](#).

■ EXTENDED ASSESSMENT

No articles this week

■ KINDERGARTEN ASSESSMENT

2015-16 Statewide Kindergarten Assessment Release

The 2015-2016 Statewide Kindergarten Assessment Results will be available on the [Kindergarten Resource Webpage](#) starting **Monday, February 8, 2016**. The Oregon Department of Education will provide an Interpretive Guidance Overview and a developmental continuum for self-regulation and interpersonal skills that accompany the data release. These documents outline the goals of the Kindergarten Assessment and provide benchmark level descriptors in the areas of self-regulation and interpersonal skills. The benchmark levels reflect a range of scores for groups of students and can be used to help identify targeted areas for support for groups of students. The results of the Kindergarten Assessment should not be used independently for individual student instructional decisions or placement purposes.

For additional information or questions related to the 2015-16 Statewide Kindergarten Assessment Release, please contact Holly Peterson (holly.peterson@ode.state.or.us).

2015-16 Kindergarten Assessment Report Validation – Now Closed

The 2015-2016 Kindergarten Assessment Validation located in the [Achievement Data Insight \(ADI\) Application](#) is now closed. Districts are still able to log in to view their KA preliminary data by clicking on the “All” tab in the ADI Application.

ODE will be rolling out enhancements to the KA Validation as well as refreshing the data one final time; estimated delivery date is set for **Friday, February 12, 2016**.

If you have questions about your KA Validation data, please contact your [Regional ESD Partner](#).

■ SMARTER BALANCED

Smarter Balanced Testing Opens February 9 **REPEAT**

The 2015-16 statewide test window for Smarter Balanced Assessments is open from **February 9** through **June 10**. Smarter Balanced tests are available for English language arts and mathematics and are required for students in grades 3-8 and 11. Local test windows must be set to ensure students only test after 66% of a school’s instructional days for the 2015-16 school year have been completed (except for grade 12 retests which may be administered at any time during the state window) For additional School-Level test window requirements, see TAM section 5.2.

The tests are each administered in two parts – the Performance Tasks and Computer Adaptive Test. As a reminder, new for 2015-16, there is no longer a classroom activity component preceding the performance task.

■ SCIENCE AND SOCIAL SCIENCES

No articles this week

Accessibility Supports

SARAH DRINKWATER – ASSISTANT SUPERINTENDENT, STUDENT SERVICES

www.ode.state.or.us/go/ExtendedAssessments

No articles this week

Essential Skills

CRISTEN MCLEAN – ASSESSMENT POLICY ANALYST

<http://www.ode.state.or.us/go/ES>

Essential Skills Accommodations for English Learners

The State Board of Education’s recent amendment to the Essential Skills for English Language Learners OAR (581-022-0617) includes several important policy changes. Table 1 summarizes the language of origin criteria and accommodations for Work Samples, with the recent revisions identified in green font. This information is also [available as a PDF](#).

Change 1: Students who are pursuing a diploma in the 2015-16 school year are exempt from criteria 4 in Table 1. The other eligibility criteria still apply. This provision sunsets on August 31st of 2016, so the minimum English proficiency eligibility requirement will be back in place for students graduating in the 2016-17 school year and beyond and will re-apply to any student who was pursuing a diploma in the 2015-16 school year but did not earn one.

Change 2: Students now have through the end of high school to fulfill the criteria for accessing language of origin accommodations.

Table 1. Language of Origin Criteria and Accommodations for Work Samples

	Math	Reading and Writing
<p>Criteria for Accessing Accommodations</p> <p>Students must meet the following criteria by the end of high school.</p>	<ol style="list-style-type: none"> Be on track to meet all other graduation requirements Unable to demonstrate proficiency in the Essential Skills in English 	<ol style="list-style-type: none"> Be on track to meet all other graduation requirements Unable to demonstrate proficiency in the Essential Skills in English Have been enrolled in a U.S. schools for five years or less Received at least a 3 or greater on the ELPA (does not apply to students pursuing a diploma in 2015-16 school year)
<p>Accommodations available to students who meet the criteria.</p>	<ul style="list-style-type: none"> Write his or her response in his or her language of origin 	<ul style="list-style-type: none"> Receive reading material in his or her language of origin Write his or her response in his or her language of origin

ELPA21 and Essential Skills: Additional Information

After standards setting on the English Language Proficiency Assessment for the 21st Century (ELPA21) this summer, ODE will work with the State Board of Education to review proficiency criteria. After standards setting, districts will receive individual student reports for students who completed the ELPA21 during the 2015-16 school year and a regular data delivery schedule will resume in 2016-17.

This information will also be included in an update to the *Essential Skills and Local Performance Assessment Manual*, which will be posted for download on **February 8** at: <http://www.ode.state.or.us/go/es>.

Contact Cristen McLean at cristen.mclean@state.or.us or 503-947-5842 with questions.

Essential Skills Assessment Option Update: PSAT

There are many changes occurring across the standardized assessments that have been approved for students to use in demonstrating the Essential Skills. PSAT was revised in the fall and ODE has recently received new information about the timeline for evaluating these revisions. The preliminary concordance table was provided by College Board (available [here](#)) showing scores from the previous PSAT and the revised PSAT where the percentage of students achieving each score is the same. Pending receipt of the final technical documentation from the College Board (anticipated to occur by mid-May), ODE anticipates engaging with AESRP to develop recommended achievement standards and taking a recommendation to the State Board of Education for adoption between June and October 2016. ODE will provide an updated timeline as additional information becomes available.

ODE has also developed a [table](#) showing the status of all assessment options and a [description](#) of the process for evaluating new or revised assessment options along with information about the timeline for other assessments undergoing revisions.

Contact Cristen McLean at cristen.mclean@state.or.us or 503-947-5842 with questions.

Accountability Reporting

JON WIENS – MANAGER, ACCOUNTABILITY REPORTING

www.ode.state.or.us/go/AsmtRpt

NEW Test Lookup Report in Student Centered Staging

The new Test Lookup Report was rolled out in Student Centered Staging on January 28. The report allows a user to look up any student(s) by SSID for a selected school year and see what tests they have taken in any subject, regardless of the district or school the tests were taken in. The report displays the record status (posted or errored), student name, resident district and school, subject, test benchmark, test type, test valid flag and test date. There is a limit of about 10-12 SSIDs that can be entered at one time. No scores or performance levels are displayed in the report, and it is not downloadable.

Please contact your [Regional ESD Partner](#) for more information.

REVISION TO: Participation Determination for Smarter Balanced Assessments

For the 2014-15 administration of the Smarter Balanced English Language Arts and Mathematics assessments, ODE counted as participants all students who responded to at least five items on the computer adaptive (CAT) portion of the assessment and at least one item on the performance task (PT). Students who did not meet this threshold were considered non-participants.

The participation rule will be revised for the 2015-16 administration of Smarter Balanced. Students will be considered participants if they respond to at least five CAT items or at least one PT item. Students who do not meet this threshold will be considered non-participants. This change does not affect the participation rules for the statewide Science assessment or for the statewide Alternate (Extended) Assessments.

All students that are participants will be assigned a performance level, and those meeting inclusion rules for accountability reports will be included in calculations of the percentage of students at Level 3/4. ODE is in the process of determining when a partially completed test will receive a score. Students who are participants but did not respond to a sufficient number of items to receive a score will be assigned a performance level of 1.

If you have questions about this change, please contact Jon Wiens at jon.wiens@ode.state.or.us or 503-947-5764.

Staff Position Audit and Review Window

The Staff Position collection's Audit and Review window will open **Thursday, February 11 at 1 PM** and remain open through **Friday, February 19 at 11:59 PM**. Every district should log into their Staff Position collection toward the beginning of this window to view their audits, which can be found under Error Management, Review Audits. Districts may also use this window to submit data that they were unable to submit during the reporting window. More information about Staff Position audits can be found in the [Staff Position Audit Manual](#) under [Schedule of Due Dates](#), or you may contact your [Regional ESD Partner](#) or [Beth Blumenstein](#) at 503-947-5767.

Second Period Cumulative ADM Audits

The Second Period Cumulative ADM Audit and Review window closed last week. Districts that have additional audits should have received a spreadsheet via email from their Regional ESD Partner earlier this week, and their collection has been opened until Monday to address these audits. If you have any questions, please contact your [Regional ESD Partner](#) or [Beth Blumenstein](#) at 503-947-5767. More information about Cumulative ADM audits can be found in the [2015-2016 Cumulative ADM Audits/Review Manual](#).

Future Assessment Development

HOLLY CARTER – DIRECTOR, ASSESSMENT

<http://www.ode.state.or.us/go/assessment>

No articles this week

■ Next Generation Science Standards (NGSS)

No articles this week